



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

**HARVARD UNIVERSITY**



**LIBRARY OF THE  
GRADUATE SCHOOL  
OF EDUCATION**

ON THE  
ESTABLISHMENT  
OF  
PUBLIC SCHOOLS,  
IN THE  
CITY OF NEW-YORK.

NEW-YORK :  
PRINTED BY MAHLON DAY,  
NO. 376, PEARL-STREET.

.....  
1825.

LC90  
N7N5

9 1 1940

HARVARD UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
MONROE C. GUTMAN LIBRARY

### **ADVERTISEMENT.**

It will be perceived that the plan here proposed, has, after mature reflection, received the *unanimous* approbation of the Free School Society, the ten Commissioners of the Common School Fund, and of the Common Council of the city of New-York.

## ON THE ESTABLISHMENT, &c.



THE Trustees of the Free School Society of the City of New-York, having presented to the Legislature a memorial in relation to a proposed change of the present system of Free or Charity Schools into Public or General Schools, would take the liberty of urging upon the attention of the members some facts and arguments in explanation and support of the measure.

The city of New-York, as appears by the census just finished, contains, (exclusive of strangers,) 168,932 souls. In a population of such magnitude, and still multiplying with a rapidity of progression that seems to outstrip all ordinary calculation, the subject of *Elementary Education*, particularly when taken in connexion with the form of our republican institutions, is one of intense interest, and has frequently engaged the deliberations, not only of the Free School Society, but of the Common Council of the City, and we may add of the Legislature of the State. But although improvements, resulting partly from these deliberations and partly from individual reflection and benevolence, have from time to time been suggested and adopted, there is still room for further amendment.

The *Common School Fund*, in its distribution in the metropolis (unlike every other part of the State) is confined, by the existing laws, to such only as are "the proper objects of a *gratuitous* education;" thus excluding from its benefits those who are taxed for its increase, and making of its recipients a *separate community*, publicly professing, and permanently recording the story of their own and their parents' indigence. These are evils which it is proposed to remedy.

1st. By opening the Public Schools to all, without distinction of sect or circumstances, and

2d. In order to meet the increased demand for tuition, and to elevate the feelings and ensure a more punctual attendance

of the pupils, it is proposed to require small tuition fees, graduated with a due regard to the ability of the applicants, and not exceeding in any case one dollar per quarter; with a proviso that no child shall ever be rejected on the ground of inability to make the payment.

The business of elementary instruction is at present conducted, in the city of New-York, in two *distinct classes* of Seminaries—first the Free and other public Charity Schools, and secondly the minor or private pay schools. Of the 3 or 4 hundred of the latter description, which have been ascertained to be in operation in the city, a large proportion are kept in small rooms, without sufficient light or ventilation, or a due regard to cleanliness, requisites so essential to the health and comfort of youth. And in numerous instances, these minor pay schools are taught by persons without the necessary qualifications for the discharge of their important trusts, and in some instances even of doubtful morals. On such teachers is the hard earned money of our industrious citizens too often wasted, and, what is of still greater consequence, in such schools is the invaluable time of their offspring irretrievably lost. The great variety of plans, also, pursued in the different schools, and the various and dissimilar books used in them, increase expense, and retard the progress of the children in case of their removal from one school to another. It needs no argument to show that these children would be *better*, as well as more *cheaply* educated in large spacious public schools, conducted on the Monitorial or Lancasterian principle, and superintended by a board of Trustees specially chosen for the purpose, and who are influenced by motives of benevolence and public good, and qualified to undertake this important charge. In addition to this consideration, the parents, who are taxed to support the Free Schools, complain and justly complain that they are denied the benefit of an institution, to which they are compelled by law to contribute, and are thus placed on a footing *different from that of the citizens of every other county in the state*.

In consequence of the very indifferent condition of the great body of the minor pay schools, applications have frequently been

made to the Trustees for admission into the Lancasterian Free Schools accompanied with an offer to pay for the tuition. These applications the Trustees, as the law now stands, were compelled to reject.

Many children are but badly educated, because their parents are too poor to send them to good pay schools, and too proud to send them to Charity Schools. The term *charity scholar*, which must remain as long as the present division of the schools is kept up, is usually associated in the minds of the people with the idea of reproach.

There is, in persons in the humblest walks of life, a feeling of self respect and laudable pride, which ought rather to be fostered than repressed. It is the surest guarantee against pauperism and its attendant evils.

The number of children in the city, between the ages of 5 and 15, is supposed to be about 30,000, of whom about 13,000 are educated in the pay schools, 10,000 in the Free and other Charity Schools, the remaining 7,000 from various causes, and partly from the feeling already alluded to, are wholly uneducated.

By the 20th annual report of the British and Foreign School Society, (1825) it appears that there are in Great Britain 241 schools for the poor and labouring classes, in which a payment is required for tuition of from 1d to 4d sterling per week, nearly equal to from 1 to 4 dollars annually for each scholar. And in reference to a school in London, the report states that 3d sterling per week was paid by each scholar, and in this way "the important sum of £664 143 sterling was received from the parents, in such *very trifling* sums as scarcely to be felt by even the poorest of them. In this circumstance the committee greatly rejoice, not only on account of the benefit which the funds of the institution have derived from this assistance, but chiefly because it proves the growing estimation in which education is held by the labouring classes in society, and the increasing elevation of their minds, and the consequent respectability of their characters : indeed, it has been generally found that those children who have been educated in this establishment *gratuitously*, have been most *defective* in their attendance,

and their advantages *less* prized by themselves and their parents."

And here the Committee would avail themselves of some valuable testimony, on this subject contained in one of the reports of *the Society for promoting the education of the Poor of Ireland*; a Society which we are informed, in their *twelfth* Annual Report, have under their care and afford assistance to 1490 schools, in which are instructed more than 100,000 children, and whose last annual expenditure was £32,632, 15, 5d sterling, of which £22,000 sterling was voted by Parliament. In some of the schools under their charge, they have tried the experiment of receiving *one penny, weekly*, amounting to 52 pence annually, from each child in attendance. It is not intimated that there was *ever any difficulty in collecting that amount*; (except in one school.) And from an experience of the beneficial results of this requisition, the Society recommend to the schools under their charge, that in *all cases* the children should be required to pay a *small sum*, weekly; by such means, they observe, the funds of the school will be augmented, the poor will set a *higher value* on the instruction imparted to them, than they probably would, if they were entirely indebted to the bounty of others for their education; and a habit of looking to their own exertions for their support, will be cherished in their minds, which will prove of essential value to them throughout life. In another report, the practice is *again* strongly recommended, and the committee of the society observe; 'a greater value appears to be set upon the instruction received, when a payment, though small, is required. It induces parents to look more closely to the regular attendance of their children; and it meets, besides, a feeling not uncommon in this country, (Ireland) which ought perhaps to be rather encouraged than repressed—of repugnance to receiving education, as a mere charitable boon, instead of obtaining it through the means afforded by the exertion of honest industry.'

In another report of the British and Foreign School Society, the Committee observe: 'Experience has proved that the most effectual method of supporting local schools, is the de-

mand, in addition to the aid of the benevolent, of a *small weekly sum from each scholar*. and the desire for instruction on the part of the industrious poor, is generally so great, that in most cases nothing more is needed for the establishment of a school, than the co-operation and activity of a few zealous persons, whose exertions can scarcely fail of being crowned with success.' It is also stated in the appendix to the report, that 'In a populous part of Lambeth (a part of London) a school for the poor was erected on the plan of the British and Foreign School Society, intended to hold 300 children; the building cost more than £1000.—Subscriptions, although liberal, fell greatly short, and the trustees found themselves getting behind every year. The prospect being so dark, it was thought expedient to make the *parents of the children pay somewhat toward the education of them*, and ultimately *two pence per week* was demanded. Some fear arose lest the attendance would be less; to obviate this, the master was directed not to reject any child whose parents were unable to pay, but only *one* such circumstance occurred. The experiment gave rise to an unexpected circumstance, too important to be overlooked, and promising a vast extension of the benefit of schools; *for the poor are so well pleased with the new plan*, that the attendance has been increased, and the regularity of the attendance much improved. They feel a spirit of independence excited by paying for their children, which deserves encouragement, and a hope is held out that the benevolent views of the friends to the education of the poor, may meet a strong aid in the means thus afforded.' "

In another school at Worcester, the report mentions that "about 2 years ago the state of the finances induced the committee to try the experiment of making it a *pay school*, and each child was charged 2d sterling per week. The plan has answered beyond expectation; there has not only been an increase in the number of scholars, but a more punctual attendance, *without any disapprobation* on the part of the parents."

Thus we have seen the results of this experiment in England and Ireland. The Trustees would add another consideration on this subject. If the parents who now send their children to

the Free Schools, were in the habit of making some returns for the instruction furnished them, it would create a feeling of respect and gratitude, on the part of children towards their parents; they would feel under greater obligations to them, and thus be furnished with additional motives to the observance of that precept of the moral law, which lies at the foundation of social order and good government—"Honour thy Father and thy Mother."

In addition to the preceding evidence from foreign countries, the Trustees are happy to have it in their power to lay before the Board the testimony of some experience on the subject of inquiry, in our own city.

The Female Association did for some time receive pay, to the amount of one and two cents per week, from each of their scholars. They found *no difficulty* in collecting this amount, nor was the *attendance* on their schools diminished, although at the same time, the schools under the care of this Board were open for the instruction of their scholars, *free of expense*. The Association discontinued receiving pay from the fear that they would otherwise debar themselves from participating in the Common School Fund.

The African School at one time received from the children in attendance, *an amount almost sufficient to pay the salary of the teacher*; but which charge, for the reason just stated, is not at present made.

Since the ordinance of the Common Council of this city deprived all sectarian Charity Schools from participating in the common School Fund, one of these Free Schools has been converted into a Pay School; and of the 85 girls who now attend that school, and pay from *one dollar to five dollars per quarter*, 83 were formerly there educated *gratuitously*.

The following is an extract from a Report of a Committee of the Common Council of the city of New York.

"In proof of the practicability of the plan now suggested, your committee have ascertained, that in Great Britain, a similar method has been attended with success, as will be seen in the Eighteenth Report of the British and Foreign School Society.

And your committee have been furnished with a letter from Mr. Charles R. Webster, dated Albany, 25th of April, 1825, to Mr. Isaac Collins of our city, from which they have his permission to make the following extracts.

‘I have examined the Minute Book of the Albany Lancaster School, in relation to the admission of *Pay Scholars*. We have but a single By-Law on the subject, which requires, that all children on admittance into the school, *shall pay in advance*, from Twenty-five Cents, to One Dollar and Twenty-five Cents per quarter, according to the ability of their parents or guardians, *always excepting the children of such poor persons as are unable to pay, and those of this class, have in all cases a preference, and are never refused on any account whatever.*

‘We have never met with any difficulty in the school, in respect to the scholars paying, or not paying; each child has equal rights and privileges; and though the government of the school requires order and submission. it is otherwise a perfect democracy. Each child rises or falls from his own merit or demerit, and no regard is ever paid to the standing of the parent or guardian. We have never found any difficulty on this subject.’”

One of the effects of breaking down the distinction between charity and pay scholars, is forcibly expressed in the following extract from a speech delivered by the celebrated Mr. Brougham, at a public dinner in Edinburgh.

“But what I have to say of the High School of Edinburgh, and say as the ground of the preference I give it over others, and even over another Academy lately established in this city, on what is said to be a more improved principle—what I say is this—that such a school is altogether invaluable in a free state—in a state having higher objects in view by the education of its youth than a mere knowledge of the Latin and Greek languages, and the study of prosody. That in a state like this, higher objects should be kept in view, there can be no doubt, though I confess I have passed much of my time in these studies myself. Yet a school like the old High School of Edinburgh, is invaluable, and for what is it so? It is because men of the high-

est and lowest rank in society, send their children to be educated together. The oldest friend I have in the world, your worthy Vice President, and myself, were at the High School of Edinburgh together, and in the same class along with others who still possess our friendship, and some of them in a rank of life still higher than his. One of them was a nobleman, who is now in the House of Peers; and some of them were sons of shopkeepers in the lowest part of the Cowgate of Edinburgh—shops of the most inferior description—and one or two of them were the sons of menial servants in the town. There they were, sitting side by side, giving and taking places from each other, without the slightest impression on the part of my noble friends of any superiority on their parts to the other boys, or any ideas of inferiority on the part of the other boys to them; and this is my reason for preferring the Old High School of Edinburgh to other, and what may be termed more patrician schools, however well regulated or conducted.”

In the same connexion may properly be presented an extract from an eloquent speech of Judge Story, in the Massachusetts Convention.

“In our country,” says he, “the highest man is not *above* the people; the humblest is not *below* the people. If the rich may be said to have additional protection, they have not additional power—nor does wealth here form a permanent distinction of families. Those who are wealthy to-day, pass to the tomb, and their children divide their estates. Property thus is divided quite as fast as it accumulates. No family can without its own exertions, stand erect for a long time, under our statute of descents and distributions, the only true and legitimate agrarian law. It silently and quietly dissolves the mass heaped up by the toil and diligence of a long life of enterprise and industry. Property is continually changing like waves of the sea. One wave rises, and is soon swallowed up in the vast abyss, and seen no more. Another arises, and having reached its destined limits, falls gently away, and is succeeded by yet another, which, in its turn, breaks and dies gently on the shore. The richest man amongst us may be brought down to the humblest level;

and the child, with scarcely clothes to cover his nakedness, may rise to the highest office in our government; and the poor man, while he rocks his infant on his knees, may justly indulge the consolation, that if he possesses talent and virtue, there is no office beyond the reach of his honourable ambition."



## **OFFICERS AND TRUSTEES OF THE FREE SCHOOL SOCIETY.**

**DE WITT CLINTON**, *President.*

**LEONARD BLEECKER**, *Vice President.*

**GEORGE T. TRIMBLE**, *Treasurer.*

**LINDLEY MURRAY**, *Secretary,*

**SAMUEL BOYD,**  
**BENJAMIN CLARK,**  
**ISAAC COLLINS,**  
**RENSSELAER HAVENS,**  
**JOHN E. HYDE,**  
**JAMES PALMER,**  
**HENRY RUTGERS,**  
**NAJAH TAYLOR,**  
**JOSEPH GRINNELL,**  
**WILLIAM HOWARD,**  
**WILLIAM TORREY,**  
**ROBERT C. CORNELL,**  
**JOHN SLIDELL,**  
**SAMUEL WOOD,**  
**EZRA WEEKS,**  
**DENNIS Mc. CARTHY,**

**STEPHEN ALLEN,**  
**JOHN L. BOWNE,**  
**ELEAZER LORD,**  
**ISRAEL DEAN,**  
**JOHN R. HURD,**  
**ROBERT F. MOTT,**  
**SAMUEL W. SETON,**  
**ELIAKIM RAYMOND,**  
**JAS. J. ROOSEVELT, Jun'r.**  
**HENRY MEAD,**  
**JAMES F. DEPEYSTER,**  
**THOMAS RICHARDS,**  
**JAMES LOVETT,**  
**FREDERICK SHELDON,**  
**JOHN ASPINWALL,**  
**WILLIAM BURTSELL,**

# APPENDIX.



*To the Honourable the Legislature of the State of New-York.*

The Memorial of the Free School Society of New-York respectfully represents:—

That the Free Schools of the city of New-York continue to prosper under the fostering care of the public authorities. But your Memorialists, believing that the usefulness of these establishments may be greatly increased, are desirous of obtaining for this purpose certain alterations in the Charter of the Free School Society.

By the present law, no child can be instructed in the free schools except he or she be the proper object of a gratuitous education. The design of this provision is, no doubt, that the education of all poor children in the city of New-York should be provided for out of the common bounty of the State. This object is admitted to be one of the first importance, and ought never to be abandoned. But the restriction on the Trustees above mentioned, is not, it is believed, necessary to the accomplishment of this intention, and it is found productive of a good deal of practical inconvenience, at the same time that it operates as a limitation to the usefulness of the Free School Society.

To ascertain with precision the pecuniary abilities of those who apply for the admission of their children to the schools, always presents a difficult, and is not unfrequently a delicate subject of enquiry. There are doubtless many parents in this city who are not able to pay any thing for their children's education; and these children, if educated at all, must be instructed entirely at the public expense. But close, and it is believed accurate observation, has satisfied your memorialists, that there are a greater number of parents who, though they would not be able to pay the price of tuition demanded at any pay school in the city, are yet able to make a small contribution towards their children's education. These children may, under the ex-

isting law, be considered proper objects of gratuitous instruction, though they cannot be classed among the most indigent. There is also another class of citizens of no inconsiderable amount, who are unable to send their children to pay schools, and unwilling to have them ranked among paupers by sending them to free schools; such children are allowed to grow up without education.

Now it must be obvious that if any parent is willing to have his children educated, he is bound to contribute all in his power towards such education, although the contribution should not be sufficient of itself to accomplish the desired object; such contributions, however small, will naturally cause parents to take more interest in the literary progress of their children, and by leading them to exact greater punctuality in their attendance to their studies, and at school, produce a practical benefit to the children themselves.

The aversion manifested by many parents to sending their children to Free Schools, may be considered as the offspring of a feeling of independence which ought to be encouraged rather than discountenanced.

To enable the Trustees of the Free School Society to receive such small contributions as those parents who send children to their schools have the ability to render, and to accommodate those who, from a commendable feeling of pride, would avoid being considered pensioners upon the public bounty, your memorialists request your honourable body so to amend the act incorporating said Society, as to allow the Trustees, without prejudicing their right to draw from the Common School fund disbursed in the county of New-York, to demand and receive for every child instructed in their schools, a compensation for tuition, not exceeding one dollar per quarter; provided that the Trustees may at all times have power to remit this demand, and that they shall not at any time refuse to educate any child on account of the inability of his parents or guardian to make the required compensation; but shall at all times receive and educate such children; and also to alter the title of the Society from that of the Free School Society of

New-York, to that of "The Public School Society of New-York" Your memorialists would also request that the number of Trustees of said Free School Society be increased from thirty-six to fifty or more. This alteration is rendered desirable on account of the increased duties of the Board. And to make the right of membership of said Society more accessible to every citizen, your memorialists request a further alteration, allowing a contribution of ten dollars, instead of twenty-five dollars, as heretofore, to constitute any person a member for life.

Your memorialists would further petition, that, inasmuch as their real estate has become very valuable, and as they are extremely desirous the public should have all possible security that this property shall for ever be appropriated to the purposes of education, they may be authorised by law to vest the fee simple of their real estate in the Corporation of the city of New York, and to receive from them in return a lease of said property to be used and appropriated to the sole purpose of education for ever.

Your memorialists have prepared the draft of a bill embracing in detail the proposed amendments, and some alterations of minor importance, which they respectfully solicit may be passed into a law.

Witness the Seal of said Society, the 2d day of December, 1825.

LEONARD BLEECKER, *Vice President.*

LINDLEY MURRAY, *Secretary.*

---

In behalf of the Commissioners of School Money of the city and county of New York, we are authorized to certify their approbation of the foregoing Memorial, relative to certain alterations in the Charter of the Free School Society in said city, and of the details connected with the same, as stated in the accompanying draft of a bill to be presented to the Legislature with the memorial.

JACOB DRAKE, *Chairman.*

H. KETCHUM, *Secretary Pro Tem.*

*New York, Dec. 2, 1825.*

*In Common Council, December 5, 1825.*

The Committee on Laws have the satisfaction to lay before the Common Council the Memorial of the Free School Society of New-York to the Legislature of this State, with a draft of a bill for the establishment of Public Schools in this city. These papers have been submitted to the Commissioners of the Common School Fund ; and as your committee are informed, have received the unanimous sanction of each of these respectable bodies.

By the establishment of Public Schools, the great and interesting subject of Education, and its intimate relation to, and connexion with, the happiness and prosperity of the rising generation, will be brought before the community at large, and made an object of general solicitude and patronage. The children also, those inestimable objects of individual attachment and concern, and who are to be the future men and women of our country, will be taken in a practical and efficient sense under the public guardianship while at school, and thus be made the recipients of all that parental affection and care can bestow on the one hand, and of the best public regard on the other, and will be simultaneously instructed in their private and public duties.

Many of the evils that now exist in the business of instruction, will be obviated, and the opposite advantages substituted in their place, by the employment, in Public Schools, of experienced, well informed, and liberal minded teachers, who alone can expect to be called into their service, and who, in return for their capacity, active exertions, and real public usefulness, may entertain the assurance of just and ample remuneration. Men of this description, having talents of the highest order, with minds expanded and enlarged by useful science and extensive observation, and whose habits correspond with the dignity and importance of their profession, and who shall enter with zeal, and a determination to become useful, in the performance of their duties, will cause the general business of instruction to become what it ought to be, a pleasant employment to themselves, and every way agreeable and profitable to their pupils.

Under the operation of such establishments, the invaluable

object of a plain, elementary, and virtuous education will be rendered attainable by each individual of the rising generation, in this city, and every parent will be left without excuse if it is not received in the utmost amplitude and copiousness to which it may be extended, and of which the minds of his children are capable. And the further anticipation may be entertained, that the immense population which this city is destined to contain, will experience the meliorating and benignant effects of early, systematic, and useful instruction, in a ratio proportioned to its increasing numbers and wants.

In the hope that effects like these may be developed, by means of the improvement now in view, and in favour of which the Board has already expressed its opinion in the most plain and unequivocal form, on a previous Report of this Committee, your Committee beg leave respectfully to recommend the following Resolution:—

*Resolved*—That the Memorial to the Legislature of this State, and the draft of a bill prepared by the Trustees of the Free School Society, and sanctioned by the Commissioners of the Common School Fund, for the establishment of Public or Common Schools in this city, be, and the same are, hereby approved by this Board.

Respectfully submitted,

(Signed)

SAMUEL COWDREY,

ELISHA W. KING,

THOMAS BOLTON.

*In Common Council, Dec. 5, 1825.*

The foregoing Memorial having been read, it was Resolved, that the Common Council approve of the same, and that his honour the Mayor cause the same to be executed in the recess of the Board.

By the Common Council,

WILLIAM PAULDING, *Mayor.*

J. MORTON, *Clerk.*

***AN ACT in relation to the Free School Society of New-York.***

**WHEREAS**, the Trustees of said Society have presented to the Legislature a Memorial requesting certain alterations in their Act of Incorporation,

**THEREFORE, Be it enacted**, by the People of the State of New York, represented in Senate and Assembly—That the said Society shall hereafter be known by the name of The Public School Society of New-York.

2. *And be it further enacted*, That it shall be the duty of said Society to provide, so far as their means may extend, for the education of all children in the city of New York, not otherwise provided for, whether such children be or be not the proper object of gratuitous education, and without regard to the religious sect or denomination to which such children or their parents may belong.

3. *And be it further enacted*, That it shall be lawful for the Trustees to require of the pupils received into the schools under their charge, a moderate compensation, not exceeding one dollar each per quarter, to be applied to the erection of school-houses, the payment of the teachers' salaries, and to the defraying of such other expenses as may be incident to the education of children. *Provided*, That such payment, or compensation, may be remitted by the Trustees in all cases in which they shall deem it proper to do so—and *Provided further*, That no child shall be denied the benefits of the said Institution, merely on the ground of inability to pay for the same, but shall at all times be freely received and educated by the said Trustees.

4. *And be it further enacted*, That nothing in this act contained shall be construed to deprive the said Society of any revenues, or of any rights to which they are now, or if this act had not been passed, would have been by law entitled; and that the receipt of small payments from the scholars shall not preclude the Trustees from drawing from the Common School Fund for all children educated by them.

5. *And be it further enacted*, That the Trustees shall have power from time to time to establish in the said city, such additional schools as they may deem expedient.

6. *And be it further enacted*, That any person paying to the Treasurer of said Society, for the use of the Society, the sum of Ten Dollars, shall become a member thereof for life.

7. *And be it further enacted*, That the Annual Meetings of the said Society shall hereafter be held on the second Monday in May in each year.

8. *And be it further enacted*, That the number of Trustees to be chosen by the Society at and after the next annual meeting, shall be increased to fifty—who at any legal meeting of the Board may add to their number, but so as not in the whole to exceed one hundred, exclusive of the Mayor and Recorder of the city, who are hereby declared to be ex-officio members of the Board of Trustees.

9. *And be it further enacted*, That the stated meetings of the Board shall be held quarterly, that is to say, on the first Fridays of February, May, August and November in each year—*Provided*, That an extra stated meeting shall be held on the Friday next following the annual meeting in each year, for the purpose of organizing the new Board, and transacting any other necessary business.

10. *And be it further enacted*, That one fourth of the whole number of Trustees for the time being, shall constitute a quorum for the transaction of business at any legal meeting of the Board.

11. *And be it further enacted*, That the said Society is hereby authorized, so far as any authorization from the Legislature may be deemed necessary, to convey their school edifices and other real estate to the Mayor, Aldermen, and Commonalty of the city of New York, taking back from said corporation a perpetual lease thereof upon condition that the same shall be exclusively applied to the purposes of education, and upon such other terms and conditions, and in such form as shall be agreed upon between the parties.

LC90.N7 N6  
On the establishment of public scho  
Gutman Library APD6626



3 2044 028 968 550

DATE DUE

DEMCO, INC. 38-2931